DOCUMENT RESUME

ED 426 259 CE 077 943

TITLE	Partnering in Workplace Education Supervisor Meetings.
INSTITUTION	Lake County Coll., Grayslake, IL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	57p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Cognitive Style; Communication Skills; Demonstration Programs; Holistic Approach; Learning Activities; Learning Processes; *Literacy Education; *Meetings; *Partnerships in Education; Program Evaluation; Questionnaires; Records (Forms); *School Business Relationship; *Supervisors; Transfer of Training; *Workplace Literacy

ABSTRACT

This manual, which is intended for educational providers responsible for working with company supervisors of learners involved in workplace basic skills classes, consists of agendas, activities, and other materials for two 3-hour meetings intended to help workplace educators solicit the input required to develop a holistic, outcome-based approach to effective instruction and bridge the gap from transfer of instruction to the workplace. Although the meeting agendas were developed for a specific workplace education program funded by a national literacy grant, they can be adapted and customized to fit the needs other workplace education programs and companies. The topics on the first meeting's agenda are as follows: overview (goals and objectives, grant participants' roles, value of basic skills education); what information is learned (job icebreaker activity, education terminology, curriculum to build knowledge in the workplace and beyond); and how information is learned (learning styles, learning styles in the workplace, and characteristics of adult learners). The second meeting is devoted to the following topics: communication (expected employee behaviors, effective listening, questioning techniques, feedback skills, communication suggestions); knowledge transfer (National Grant Evaluation chart, six-step student transfer process); and evaluation (supervisor questionnaire, supervisor's assessment form, workshop evaluation sheet). (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 259

PARTNERING IN WORKPLACE EDUCATION

SUPERVISOR MEETINGS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL WORKPLACE LITERACY PROGRAM
COLLEGE OF LAKE COUNTY
GRAYSLAKE, ILLINOIS

CE077543

TABLE OF CONTENTS

Introduction.....Page 1

Description of Process.....Page 2

Agenda-Supervisor Meeting 1.....Page 3

Overview.....Pages 4-6

What You Learn.....Pages 7-19

How You Learn.....Pages 20-29

Agenda-Supervisor Meeting 2.....Page 30

How and What You Communicate.....Pages 31-36

How and What You Transfer.....Pages 37-38

How and What You Evaluate.....Pages 39-43

Bibliography.....Page 44

INTRODUCTION

This manual is a compilation of activities and ideas for educational providers to use when working with company supervisors of learners involved in workplace basic skills classes. They are easily adaptable and can be customized to fit the needs of each company and program. The two three-hour meetings are comprised of six sections: 1) Overview, 2) What You Learn, 3) How You Learn, 4) How and What You Communicate, 5) How and What You Transfer, and 6) How and What You Evaluate.

The supervisors are essential for a successful educational program and their involvement in providing information and learning about the basic skills classes is an effective method for achieving success. The supervisor meetings are also instrumental in bridging the gap from transfer of instruction to the workplace. Our national workplace literacy grant attempts to involve, on a rotating basis, all supervisors directly interacting with the learners in order to provide a holistic and outcome-based approach to effective instruction.

National Workplace Literacy Program

Mary Kay Gee, Project Director
College of Lake County
19351 W.Washington St.
Grayslake, Il. 60030

DESCRIPTION OF PROCESS

A. **Time**

This program is designed for two three-hour meetings. It is advisable to have a one to two week break between the meetings in order to have the supervisors bring materials, ideas, and observations from the workplace. It is also possible to have one three-hour meeting with specific selected topics.

B. **Scheduling**

Early morning seems to best fit company needs. The meetings should be held while workplace skill classes are in session.

C. **Participants**

There are two supervisors designated and invited by the human resource person or company contact, upon recommendation that they (the supervisors) be from the departments with a number of learners. This program is structured to involve all business partners, so we attempt to have at least four companies represented at the two meetings (8 supervisors). This blending of companies and supervisors allows for discovery of commonalities, sharing of concerns and issues, gaining broad perspectives, and networking among supervisors. It is also possible to hold these meetings within one company with 2-3 supervisors, human resource personnel, and plant manager.

D. **Costs**

The supervisors are provided release time to attend the meeting(s). State or federal funded programs can anticipate and build this essential component into the budget as it directly relates to the effectiveness and success of instruction. Contractual workplace programs can sell and include this as an instructional component with charges based on number of meeting hours.

AGENDA

SUPERVISOR MEETING 1

OVERVIEW

1. Goals and Objectives
2. Roles of the Five Grant Participants
3. Value of Basic Skills Education

WHAT YOU LEARN

1. Job Icebreaker: *First Paying and Current Job*
2. Terminology: *Educational Lingo*
3. Curriculum: *Building Knowledge in the Workplace and Beyond*

HOW YOU LEARN

1. Learning Styles: *Learning Styles Inventory*
2. Learning Styles in the Workplace: *Left Right Brain Dominance*
   Characteristics in the Workplace
3. Adult Learner: *Characteristics of Adult Learners*

Supervisor Meetings

GOAL

To increase the supervisor's knowledge of the workplace basic skills program, understanding of his/her educational role in the national grant, and to present some methods for enhancing oral and intercultural communication

OBJECTIVES

1. To introduce CLC grant curriculum: examples, rationale, and usage

2. To offer suggestions and ideas in order to facilitate communication between learners and supervisors

3. To present methods for providing educational reinforcement on the job

4. To explain the CLC grant documentation process of class to workplace transfer

We will conduct 2 three hour meetings with the supervisors who directly interact with the learners in our workplace literacy program. We are scheduling 2 representatives from each partner company (12 total) for each six hour meeting session in order to involve all supervisors.

NATIONAL WORKPLACE LITERACY GRANTS

Roles in the National Workplace Literacy Program

Responsibilities	Participants	1994 - 1997 Facts
• Provides the money	U.S. Government	☐ $18.3 million
•Chooses applications that could best achieve objectives and develop model products •Monitors grant operations •Publishes grant reports and findings	Department of Education	☐ 46 national grants ☐ 3 year grant period ☐ 3 program officers ☐ 3 grant officers ☐ 1 evaluation consultant ☐ 1 measurement consultant
•Provides instruction •Trains teachers •Customizes curriculum •Advises participants in education and career goals •Disseminates best practices	Educational Provider	☐ Community College - Center for Economic Development - Adult Education Department
•Provides time for instruction •Participates as advisory committee members •Assists in evaluation procedures •Institutionalizes program •Disseminates best practices	Business	☐ 6 business partners - KENALL - NICHOLS ALUMINUM - GENERAL METAL - STONE CONTAINER - BAXTER - MACLEAN-FOGG
•Attends classes •Acquires and/or improves skills and knowledge •Applies acquired skills and knowledge to the workplace	Learner	☐ 300 participants ☐ Release / paid time for learning ☐ Receives education and career advising

Value of Basic Skills Education

- **increases productivity**
- **develops more effective workers**
- **improves personal life which affects work ethic**
- **promotes life long learning**
- **allows for flexibility within company and for future cross training**
- **encourages/builds confidence for promotion**
- **enhances cognitive and metacognitive skills**

ICEBREAKER

Discuss: What was your first paying job and what basic skills did you need?

Now: Think about your present job and what skills do you need?

Educational Lingo

Work with a partner to define these terms. Guessing is allowed!

1. **GED** _____
2. **ESL** _____
3. **ABE** _____
4. **IEP** _____
5. **TABE** _____
6. **ESLOA** _____
7. **ESP** _____
8. **basic skills** _____
9. **literacy** _____
10. **mastery** _____
11. **customized curriculum** _____
12. **assessment** _____
13. **needs analysis** _____
14. **learner-centered instruction** _____
15. **teacher-centered instruction** _____
16. **learning objectives** _____

As a supervisor: Which are the two most meaningful itemsfor you to fully understand?

Educational Lingo

Work with a partner to define these terms. Guessing is allowed!

1. **GED** General Education Development
2. **ESL** English as a Second Language
3. **ABE** Adult Basic Education
4. **IEP** Individualized Education Plan
5. **TABE** Test of Adult Basic Education
6. **ESLOA** ESL Oral Assessment
7. **ESP** English for a Specific Purpose
8. **basic skills** basic to performing a job effectively in a modern workplace
9. **literacy** ability to read and write in your native language
10. **mastery** achievement of a skill at 80%
11. **customized curriculum** curriculum specific to the needs of the employers, and workplace students
12. **assessment** measurement of skills and knowledge using various methods
13. **needs analysis** identifying educational needs through analysis of job and company
14. **learner-centered instruction** determined by the learners with assistance from the teacher
15. **teacher-centered instruction** determined and presented by the teachers only
16. **learning objectives** measurable skills, basic and workplace, taught in the workplace classroom

As a supervisor: Which are the two most meaningful items for you to fully understand?

What resources or information could you give to instructors in order to teach this objective?

WORKPLACE MATH I and II

These courses are designed sequentially to emphasize the basic math skills needed in the workplace. *Workplace Math I* stresses basic arithmetic calculations and mathematical terminology involving whole numbers, fractions, and decimals which are used on the job. Basic measurement principles, as well as measurement readings and conversions, are also emphasized. The course culminates with the interpretation of charts, graphs, tables, and/or diagrams used in the company. *Workplace Math II* begins with a compact review of *Workplace Math I* (the first goal), to insure a solid foundation of prerequisite knowledge. The course then goes on to the structure, use, and application of different measurement systems used in the company, focusing on precision and accuracy. Simple formulas using ratio, proportion, and percentage as they are used in the production process are also featured. Finally, the merging of geometric principles, basic algebra, and measurements to calculate weights, perimeter, and area of company products completes this course. In addition to the skill-based goals of both courses, the instructor should emphasize the concepts of knowing which operation to use in solving a problem, estimating an answer, and determining if an answer makes sense. Use of a calculator, if it is employed on the job, may be woven into both courses. Although goals may be selected from the two courses to individualize a course of study, the instructor should be careful to insure that the student or students possess the prerequisite math skills needed to do the work. The chart below displays the goals in each course. For a more detailed description of the courses with the learning objectives for each goal, workplace contexts, basic skills, and measurable outcomes, see the course outlines which follow.

COURSE GOALS

WORKPLACE MATH I	*WORKPLACE MATH II*
• Read, match, count, and compare whole numbers on product and work order	• Perform arithmetic with fractional and/or decimal measurement numbers used in the company
• Add, subtract, and multiply whole numbers to determine quantity of company product	• Convert from U.S. standard to metric measure and vice versa using company product specifications
• Add, subtract, multiply, and divide whole numbers to fill out a time card	• Read, convert, and record direct measurement where the numerical reading is displayed on some sort of scale
• Add and subtract fractions or decimals on specifications or drawings to calculate upper and lower control limits and determine if a product is within those limits	• Solve problems involving ratio and proportion to determine machine downtime and scale drawings
• Read and record fractional or decimal measurement of a product using an appropriate measuring tool	• Determine percentage of any of the following workplace situations: waste, downtime, shrinkage, efficiency of a process or a machine, percent increase or decrease of a company process
• Convert fractional measurement of product to decimal equivalent and vice versa	• Using the relationship of geometric principles, basic algebra, and measurements, determine perimeter, area, and weight of company products
• Read and interpret company charts, graphs, tables, and/or diagrams	

WORKPLACE MATH I

Learning Objectives	*Workplace Contexts*	*Basic Skills*	*Possible Activities*	*Outcome*
***Goal #1:* Read, match, count, and compare whole numbers on product and work order.**				
Identify and read whole numbers on a work order. Compare whole numbers on work orders. Identify and correct transposed numbers.	Work orders Inventory sheets	Read whole numbers Compare whole numbers	Give students an inventory sheet and several work orders. Ask them to match work orders with available product. As a group discuss how the transposition of numbers occurs and how to prevent it.	Read and compare whole numbers on a work order to product.
***Goal #2*: Add, subtract, and multiply whole numbers to determine quantity of company product.**				
Predict the approximate number to any calculation before actually performing it. Add and subtract whole numbers to determine the net weight of product to be shipped. Multiply whole numbers to determine the amount of product to be shipped.	Work orders Shipping and receiving	Estimation Add and subtract whole numbers Multiply whole numbers.	In pairs, have students estimate and record the answers to several whole number problems. Next, have students calculate the correct answer. Compare answers and discuss the importance of estimating answers in a technical trade. Use several different job scenarios in which an employee would have to report the quantity of product ready for shipping.	Using number of skids, and number of product per skid, use arithmetic to determine the amount of product .
***Goal #3:* Add, subtract, multiply, and divide whole numbers in order to fill out a time card.**				
Add and subtract whole numbers to determine number of hours worked in a day.	Time cards Time clock, if used	Add and subtract whole numbers	Create several time cards in which some are incorrectly filled out. Have students select the correct ones and correct the errors on the incorrect time cards.	Complete a time card by recording

ESL AT WORK 1-3

These courses are designed in modular fashion. They address the language skills of listening, speaking, reading, and writing in the context of the workplace. The content of the courses is presented according to difficulty, priority, and frequency of use. The functional approach to the courses stresses performing communicative tasks that are appropriate to workplace settings and situations. The goals of the three courses are generalized, but the objectives are specific and measurable tasks. Topics range from spelling one's name aloud to participating in a performance evaluation and are grouped into three levels. The chart below displays the goals in each level. For a more detailed description of each level's content with learning objectives, workplace contexts, basic skills, and measurable outcomes, see the course outlines which follow.

COURSE GOALS

Listening and Speaking Goals	Reading and Writing Goals
ESL at Work - Level 1 • Provide personal information orally. • Make and respond to greetings. • Discuss job duties, tools, and equipment. • Give and respond to safety warnings. *ESL at Work - Level 2* • Give and follow oral instructions to complete a task. • Report problems. • Respond appropriately about one's work. *ESL at Work - Level 3* • Identify workplace-related problems and discuss possible solutions • Paraphrase workplace instructions. • Describe process for promotion and discuss abilities and strengths.	*ESL at Work - Level 1* • Decode workplace forms. • Recall information. • Construct meaning from workplace materials. • Complete simple workplace forms. *ESL at Work - Level 2* • Scan workplace texts for specific information. • Read instructions to complete a task or explain a procedure. • Write a workplace note or memo. • Write instructions to complete a task or explain a procedure/ • Fill in simple charts and graphs. *ESL at Work - Level 3* • Read and interpret a variety of work-related documents. • Read and interpret training materials. • Fill out application for promotion. • Write short paragraphs on a variety of work-related topics.

ESL AT WORK - Level 1

Learning Objectives	*Workplace Contexts*	*Basic Skills*	*Possible Activities*	*Outcome*
Listening and Speaking Goals: Make and respond appropriately to introductions. Discuss jobs, duties, tools, and equipment. Give and respond to safety warnings. Provide personal information orally.				
Say letters and numbers. Spell personal information. Introduce self. Introduce co-workers. Make and respond to formal greetings. Make and respond to informal greetings. Ask and answer basic questions about self and family. Ask and answer yes/no and short answer questions about the company. Name work areas and locations of offices and facilities. Name the machines and jobs. Ask and answer questions about physical location. Ask and answer questions about job tasks and procedures. Ask for clarification about job tasks and requests.	Company forms Team or group meetings Company events Company maps Job descriptions Standard Operating Procedures Employee Manual Safety signs	Recognize letters and numbers Make introductions Understand intonation and stress Identify familiar words Identify key words Ask and respond to greetings Ask and answer yes/no, either/or, and wh-questions Read floor plans and maps Sequence job tasks Use repetition to verify information Follow oral instructions	Pair Dictations Whole-class or Pair Match-ups Role Play introductions and greetings Pair Interviews/Share information with class Role Play Information Gap activity based on company floor plan Total Physical Response Activity (TPR) - Put job tasks in order	Verify personal information by spelling words aloud and saying numbers clearly. Introduce self to new employee or visitor. Engage in "small talk" on break or at lunch. Respond orally to questions about company name, location, products, etc.

COMMUNICATION SKILLS I and II

These two courses are designed in a modular fashion. *Communication Skills I* stresses reading skills along with basic listening and speaking skills. *Communication Skills II* emphasizes writing skills along with basic discussion techniques. Each goal includes specific learning objectives, workplace contexts, a list of some of the basic skills needed to attain the goal, some possible activities, and an example of a measurable outcome to show mastery of the goal. The course should be customized for the learners by mixing and matching goals. For example, the instructor and student may design an individualized course of study by selecting specific goals needed by the student, the instructor may design a course based on a company's immediate needs by selecting the appropriate goals from each course, or the courses may be taught as is. The flexibility of this design offers may options to the company, instructor, and student. The order of goals in each course is designed to progress from beginning-level skills to increasingly more difficult skills, although completion of one goal does not necessarily depend on completion of the previous goal. If students wishes to begin at a higher level goal and can demonstrate satisfactory completion of previous goal outcomes, they may do so. The final goal in each area of reading, writing, listening, and speaking is the highest skill level in that particular section and a culmination of the previous goals. The following chart displays the goals in each course. For a more detailed description of the courses with the learning objectives, workplace contexts, basic skills, and outcomes, see the course outlines following this page.

COURSE GOALS

COMMUNICATION SKILLS I - *Focus on Reading*

- Locate and comprehend product information on a work order
- Read and comprehend written work instructions from a supervisor or team leader
- Read and comprehend company safety standards and procedures
- Read and interpret employee handbook and/or company policies
- Read and interpret company schedules, charts, and graphs
- Evaluate the accuracy of written sequential standard operating procedures and/or job descriptions
- Listen to and comprehend instructions from supervisor or co-worker
- Give directions to team members or co-workers
- Get information from supervisor or team leader

COMMUNICATION SKILLS II - *Focus on Writing*

- Fill in date, time, and other requested information on work forms
- Apply note-taking skills in a training session and/or meeting
- Write a short note or simple memo about a request or workplace occurrence
- Write a descriptive paragraph of a workplace event or situation
- Write a sequential job procedure
- Organize information into a written report
- Apply appropriate discussion techniques in a team or group meeting

COMMUNICATION SKILLS I - Focus on Reading
(Emphasis on Reading Skills, Listening and Speaking Skills)

Learning Objectives	*Workplace Contexts*	*Basic Skills*	*Possible Activities*	*Outcome*
***Reading Goal #1:* Locate and comprehend product information on a work order.**				
Identify categories on a work order. Locate information in the appropriate category on a work order. Recognize and interpret task-related words, abbreviations, and acronyms. Distinguish between important information and unimportant information as it relates to a particular work order. Locate new non-technical vocabulary in a dictionary when appropriate.	Work orders Shipping labels Production orders Product labels	Skim for overview Scan for details Read technical terms Access dictionary Use back-ground knowledge	List the types of information found on a work order. Highlight or underline task-related words, abbreviations and/or acronyms. Locate and define new vocabulary words Create a list of yes/no and short answer questions which elicit information found on a work order. Prepare a list of true/false statements based on customer information found on a work order.	Identify specific details on a work order.
***Reading Goal #2:* Read and comprehend written work instructions from supervisor or team leader.**				
Skim for overview of written work instructions. State main idea of work instructions. Scan for detail of written work instructions. Recognize and interpret task-related words, abbreviations, and acronyms on written work orders. Order instructions sequentially, if needed.	Written work instructions including lists of single words, phrases, sentences. Job procedures	Skim for general information Scan for detail Read technical terms Sequence information	Choose examples of written work instructions from a text or "create" some. Discuss the purpose of the instructions and whether or not the writer wrote clear instructions. Were abbreviations confusing? Discuss how the learners could seek clarification, if needed. Decide which format-lists of phrases, single words, or complete sentences make the most effective method of written communication.	Explain either in an oral or written manner an under-standing of a set of written work instructions.

PROBLEM SOLVING IN THE WORKPLACE

This course emphasizes problem solving as a process and uses a project-based team strategy. In addition to teaching problem-solving skills, this strategy also promotes the interpersonal skills necessary for successful execution of group projects in the workplace. As the students learn in a cooperative team atmosphere, they also learn to transfer those skills to an individual situation at work or outside of work. The goals and learning objectives in this course are arranged sequentially and should be taught accordingly to achieve the maximum benefit. The ideal conclusion of the course is the presentation of the problem-solving process in the context of a real-life workplace problem. The chart below outlines the goals for this course. For a more detailed description of the course goals with specific learning objectives, workplace contexts, a list of some of the basic skills needed to attain the goals, some possible activities, and examples of measurable outcomes to show mastery of the goals, see the course outlines which follow.

COURSE GOALS

PROBLEM SOLVING IN THE WORKPLACE

- Understand problem solving as a process
- Recognize and identify problems in the work environment
- List and discuss the interpersonal skills necessary for successful team approach projects in the workplace
- Define a workplace problem using a team project-based approach
- Generate and verify possible causes of problem
- Identify and evaluate alternative solutions to the problem
- Create an action plan to implement the solution to the problem

PROBLEM SOLVING IN THE WORKPLACE

Learning Objectives	*Workplace Contexts*	*Basic Skills*	*Possible Activities*	*Outcome*
Goal #1: **Understand problem solving as a process.**				
Define "process". Outline the steps in a problem solving process for a general overview of the process. Discuss different approaches to problems including team approach and individual. Recognize that problems often offer opportunities.	Situations, issues, questions, dilemmas, controversies, or decisions in the workplace.	Generate ideas Sequence steps Compare and contrast information Organize and process information-(Seeing Things in the Mind's Eye)	As a group discuss the concept of "process" . Ask the students to give examples of a process from their work experiences. Discuss how the students solve problems at work and at home. Do they use the same process or a different one? Ask students to create a flow chart of a process from a narrative description.	Complete a flow chart of a problem solving process.
Goal #2: **Recognize and identify problems in the work environment.**				
Determine a common definition of the word "problem". List possible reactions to problems in the workplace such as denial, blame and avoidance. Identify possible situations, issues, questions, dilemmas, controversies, or decisions in the workplace that could be potential problems.	Communication problems. Production problems Time management problems Personal problems Value or cultural conflicts	Generate ideas Describe situations Evaluate and choose relevant situations or central issues for problem solving	Create a variety of statements using a mixture of problem statements and non-problem statements. Ask students to identify the problem statements and explain why it is a problem statement.	List possible problems found in the work environment.

Instructional Guide for Basic Blueprint Reading

TOPICS

- Basic views of objects
- Meaning of lines
- Dimensioning conventions
- Decimal tolerances
- Precision measuring
- Blueprint terms and symbols - Title Block/Note column
  Symbols
- Metric units and customary units
- Measuring angles

MATERIALS

- company blueprints
- company parts that correspond to the blueprints
- digital calipers and other measuring tools used in the company
- calculator, if used

TOPIC	LEARNING OBJECTIVES	TERMS\VOCABULARY	OUTCOME
Basic views	a) Identify the basic views commonly displayed in a technical drawing.	Height Width Depth Plane	Draw a sketch of a simple object using two or three views on cross-sectioned or plain paper.
	b) Measure the height, width, depth of a simple object.		
	c) Name the three principle views necessary to describe the shape of an object.		
Meaning of lines	a) Describe the commonly used lines on a blueprint.	Object or visible line Hidden line Center line Dimension line Extension line Projection line	Identify the lines in a simple blueprint and match them with their meaning.
	b) Identify the meaning of commonly used lines in a blueprint.		
Basic Dimensioning Conventions	a) Name and describe the two ways a blueprint gives a complete description. *Views* and *Dimensions and Notes*	Extension line Dimension line Center line Leader	Identify the four basic lines used in dimensioning on a blueprint.
	b) Identify the difference between a dimension line and the visible lines of the drawing		

LEFT/RIGHT BRAIN SELF-ASSESSMENT

Read the following left and right brain characteristics and **circle** the most appropriate answers, (the **number**). The scoring table at the end of the list will help you determine your "dominance." You may find that you are fairly balanced between the two hemispheres.

1. I have no trouble making decisions about the correct thing to do.
2. I see problems or pictures as a whole rather than in parts or details.
3. I follow written directions best and prefer to write and talk.
4. I often think of many things at once rather than thinking through one idea at a time.
5. I'm usually aware of the time.
6. When I'm introduced to someone for the first time, I pay particular attention to the person's face. I later forget the person's name, but I remember his or her face.
7. I attack most problem-solving activities analytically and logically.
8. When comparing things, I usually look for ways they are alike rather than ways they are different.
9. I'd rather take a true/false, multiple-choice, or matching test than an essay test.
10. Most often, I use my imagination and I think in an abstract manner.
11. If I have a problem, I break it down into smaller, more manageable parts in order to arrive at a solution.
12. I seem to learn best if I can observe a demonstration or read the directions.
13. Generally, I like to be in control of a situation and I do not like to take too many risks.
14. I like assignments that are open-ended rather than more structured assignments.
15. I learn best by seeing and hearing.
16. I learn best by touching or doing.
17. I usually think in concrete patterns and solve problems with a step-by-step approach.
18. If I try to remember information, I generally picture it in my mind.

Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc. Nashville, TN

19. Although I sometimes get upset, I am a rational person.

20. I don't mind trying anything once; I take risks when it is necessary.

21. Sometimes I talk to myself in order to think or learn something.

22. I can let my feelings "go". I am considered to be somewhat emotional.

23. I solve problems on an intellectual basis rather than an intuitive one.

24. People have told me that I'm creative.

25. I prefer to think of one thing at a time.

26. I like to act in a spontaneous manner.

27. I prefer to plan things and know what's going to happen ahead of time.

28. I can easily remember melodies and tunes.

29. I am usually in control of my feelings.

30. I do well in geometry and geography.

31. I usually can recall information I need quickly and easily.

32 I enjoy reading and writing poetry; it comes to me easily.

33. I can really concentrate when I want to.

34. When I work in a group, I can "feel" the moods of others.

35. I understand mathematical concepts.

36. When solving problems or taking tests, I rely on one idea leading to another in order to come to a conclusion.

37. I can learn new vocabulary words easily.

38. When I plan a party, I "hang loose" rather than plan all of the details.

39. I usually can learn easily from any teacher.

40. In class I'm generally aware of what everyone is doing.

Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc. Nashville, TN

41. I notice and remember details.

42. I can easily see the whole picture when only a few puzzle pieces are in place.

43. I don't mind practicing something repeatedly in order to master it.

44. I communicate best with someone "in person" rather than on the phone.

45. I can remember jokes and punch lines.

46. I have trouble concentrating when I know I should.

47. I can write directions in a clear and logical manner.

48. I sometimes rely on my intuition when making decisions.

49. I basically have a day-to-day routine.

50. I sometimes can remember things according to where I "saw" them on the page.

SCORING TABLE		
_____ even numbers circled	=	RIGHT BRAIN ABILITY
_____ odd numbers circled	=	LEFT BRAIN ABILITY

- Remember, this inventory is only an informal indication of which hemisphere is probably dominant for you. Both sides work together and cannot be totally separated.

Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc., Nashville, TN

LEFT / RIGHT BRAIN DOMINANCE CHARACTERISTICS IN THE WORKPLACE

LEFT	RIGHT
* does the job step by step	* does the job in a holistic manner
* analyzes the job	* uses intuition and creative problem solving in work decisions
* requires structure or planned workday	* likes when spontaneous changes or requests are made on the job
* controls feelings wlth co-workers	* expresses feelings with co-workers
* knows the names of co-workers	* recognizes co-workers by their faces
* makes some work decisions logically and deliberately	* makes some work decisions emotionally
* solves work problems in step by step manner	* solves work problems by looking at the whole situation
* time drives the product	* product drives the time
* learns new things on the job by listening and watching	* learns new things on the job with the hands-on approach
* prefers to read, write and discuss items about tools and machines on the job	* prefers to draw diagrams and handle tools and machines on the job
* follows oral work instructions well	* follows written work instructions well
* talks to others to learn more about the job	* uses images to learn more about the job
* prefers work performance to be evaluated using a structured form	* prefers work performance to be evaluated using an unstructured form
* takes few risks on the job	* takes more risks on the job
* looks at differences when doing, for example, quality checks	* looks at similarities when doing, for example, quality checks
* thinks about one thing at a time on the job	* thinks about many things at a time on the job

A LEARNING STYLE INVENTORY FOR THE WORKPLACE

The ways in which our brains most successfully take in information are rooted in physical preferences. The three main sensory preferences are:

1. Auditory - learns best by listening and discussing
2. Visual - learns best by reading, examining, and seeing
3. Tactile/Kinesthetic - learns best by handling, touching, moving, doing, and experiencing

Everyone has sensory preferences. However, many people have a balance between two or three of the sensory modes. It is important for learners to know their preferences, so that they will know how to optimize their learning in the classroom and on the job. The following inventory may be used in a workplace classroom as an aid in determining the learning preferences of students.

Directions: Think about how you receive and retain information on the job while you read each of the following statements. Then place a check mark (✔) in the box that most accurately describes how you learn on the job.

1. When my supervisor gives me instruction, I usually remember more when:

   ☐ a. I listen closely
   ☐ b. I watch him speak
   ☐ c. I write it down

2. I usually solve problems at work by:

   ☐ a. Talking to myself or a co-worker
   ☐ b. Making a list or schedule
   ☐ c. Thinking while walking or pacing

3. When I can't write down an order number, I remember it by:

   ☐ a. Repeating the number aloud
   ☐ b. "Seeing" or "imagining" the number in my mind
   ☐ c. "Writing" the numbers with my finger on a table, wall, or in the air

4. I find it easiest to learn a new task on the job by:

   ☐ a. Listening to someone tell me how to do it
   ☐ b. Watching someone else do it
   ☐ c. Doing it myself

5. What I remember most from a training video is

☐ a. What the people said to each other
☐ b. Where the training was and what it looked like
☐ c. How I felt when I watched the video

6. When I go to a department meeting, I

☐ a. Need to repeat the information to myself
☐ b. Need to read the information
☐ c. Need to write the information down

7. When I need to remember job instructions, I

☐ a. Listen carefully to the instructions as they are read
☐ b. Try to "see" the instructions in my mind
☐ c. Try to make my own diagram or summary of the instructions

8. I like to learn new things at work by

☐ a. Listening to someone tell how it is done
☐ b. Reading about how it is done
☐ c. Seeing someone do it

9. If I am confused about what a word means, I

☐ a. Listen to someone use it in a sentence
☐ b. Look it up in a dictionary
☐ c. Ask a co-worker or supervisor what it means

10. What I like to read is

☐ a. Stories that have a lot of conversation
☐ b. Stories that have lots of descriptions of people, places and events
☐ c. Stories with a lot of action

11. I usually remember people I have met by their

☐ a. Names
☐ b. Faces
☐ c. Actions and expressions

12. It is hard for me to concentrate at work when I:

- ☐ a. Hear many different noises
- ☐ b. See many people and a lot of activity
- ☐ c. Feel too hot or too cold

13. I like to find out the latest news at work by:

- ☐ a. Hearing it from my supervisor or a co-worker
- ☐ b. Reading a bulletin board or memo
- ☐ c. Walking around and checking it out myself

14. At work I like it best when I:

- ☐ a. Talk to my co-workers
- ☐ b. See different people
- ☐ c. Work with machinery, computers and office equipment

15. When I have to learn something for my job, I:

- ☐ a. Memorize the steps in the order I will do them
- ☐ b. Try to see how to do it in my mind
- ☐ c. Actually do the job

SCORING

Count the total number of answers you have for each letter and write them below:

a _____Auditory learner: learns best by listening and discussing

b _____Visual learner: learns best by viewing, examining and reading

c _____Tactile/Kinesthetic learner: learns best by handling, touching, moving, doing and experiencing

Your highest total indicates your perceptual learning preference. Your next highest total indicates another strong preference, especially if the numbers are close.

STRATEGIES TO HELP YOU LEARN AND REMEMBER

For the **auditory** learner:

- Teach someone else what you have learned
- Summarize what you want to learn aloud or to someone else
- Quiz yourself out loud or ask someone else
- Try a solution to a problem verbally before doing it
- Ask your supervisor or co-worker to give you verbal explanations or directions
- Find a co-worker with whom you can discuss directions, explanations, instructions, etc.

For the **visual** learner:

- Take notes during meetings
- Write summaries in your own words of procedures, explanations, etc.
- Write down oral instructions
- Read directions silently instead of out loud to gain maximum understanding
- Highlight important details in written instructions, procedures, memos, etc.
- Make lists of things you need to remember to do
- Try to get a mental picture of what you are reading or listening about in a meeting to better retain this verbal information
- Ask supervisors or co-workers to provide models of successful procedures, completed products, and written work to better understand company expectations

For the **tactile - kinesthetic** learner:

- Manipulate or assemble objects, materials, or models
- Draw, underline, and highlight written instructions
- Make your own diagrams, charts, time lines, or summaries using your own words
- Break up your learning time into manageable time blocks, if possible
- Take short breaks to stretch and move around
- Tap a pencil, finger, or foot while you are trying to learn a new procedure

SOME CHARACTERISTICS OF ADULTS AS LEARNERS

Attitudes

Apprehensive - Threatened by formal tests - Insecure about new learning situations - Don't believe they can learn "this stuff" and become readers.

What you can do: Provide frequent reassurance and encouragement - Motivate with sincere, judicious praise - Help learners experience success at each session - Provide opportunities to practice new skills - Believe in the learner's ability to learn.

Learning Abilities

Learn unevenly-like and need to learn at their own pace - Do not want to make mistakes - Have varying levels of intelligence - Have specific style (way) of learning - Have gaps in their knowledge - Learn best through practical lessons which have tangible goals and which satisfy personal needs - Learn best when a variety of teaching strategies are used.

What you can do: Allow enough time for mastery of learning tasks - Plan goals with your student - Be careful of setting expectations too low or too high - goals should present a challenge but be attainable - Offer choices of activities and materials.

Motivation, Values , Goals

Motivated by need for security, new experience, recognition, self-esteem conformity, and need to help others - May have conflicting goals - Their goals may be quite different from yours - May need help to set realistic goals - Want to see immediate benefits.

What you can do: Use shared decision making to determine long and short term goals - Respect their goals, especially if they are different from yours - Plan lessons which include specific skills.

Needs

To experience success - To believe they can change - To be involved in assessing their own progress - To be respected for their abilities - To see immediate benefits.

What you can do: Help students experience some degree of success every lesson if possible - Provide frequent reassurance and encouragement - Give progress reports and opportunities for self evaluation - Treat tutoring as a partnership between equals - Emphasize the skills and strengths the learner already has obtained.

Other

Prefer to make their own decisions - Don't want to be treated like children - Have had varied and often rich life experiences--they enjoy having their talents and information shared and used in teaching situations - Work long hours - May have had bad memories of prior school experiences - May drop out easily - Sensitive to non-verbal communication

What you can do: Select meaningful and relevant learning activities, avoid busy work - Be aware of you non-verbal messages (facial expressions, gestures, tone of voice) - Welcome the enrichment of sharing relevant personal experiences - Encourage learner to continue studying - Be patient - Recognize the learner's physical limitations - Learn from your student

AGENDA

SUPERVISOR MEETING 2

HOW AND WHAT YOU COMMUNICATE

1. Topics: *Expected Employee Behaviors*
2. Effective Listening: *Listening Facts*
   Common Reasons for Not Listening
3. Asking Questions: *Questioning*
4. Providing Feedback: *Feedback Skills*
5. Communication Summary: *Eight Communication Suggestions*

HOW AND WHAT YOU TRANSFER

1. National Grant Evaluation Chart
2. 6 Step Student Transfer Process

HOW AND WHAT YOU EVALUATE

1. Supervisor Questionnaire
2. Supervisor's Assessment Form
3. Workshop Evaluation Sheet

Expected Employee Behaviors

Place a check mark next to those behaviors you expect of your staff. Then go back and place an X next to those behaviors you have a difficult time getting.

I expect employees to . . .

Time

_____ Be on time for work, meetings, appointments.

_____ Be prompt in returning from breaks.

_____ Be responsible for their own time, taking breaks and lunch when needed.

_____ Give early notification of absences due to illness.

_____ Stick to assigned break and lunch times.

_____ Give requests for vacation time in advance.

_____ Meet deadlines on projects and tasks.

_____ Give advance notification of deadlines that can't be met.

_____ Other: _____

Taking Initiative and Solving Problems

_____ Suggest improvements and solutions.

_____ Participate in staff meetings by discussing and sharing.

_____ Work together to find solutions to problems.

_____ Take independent action to deal with problems, then tell me about it.

_____ Use good judgment about when to ask me before they take independent action.

_____ When carrying out delegated tasks, check in with me as planned.

_____ Other: _____

Announcing Problems and Giving "Bad News"

_____ Let me know when there's a problem so we can fix it.

_____ Tell me when they disagree.

_____ Let me know when they are having difficulty.

_____ Tell me about complaints from clients/customers.

_____ Let me know when a mistake has been made.

_____ Other: _____

Communication

_____ Let me know when something is unclear or confusing.

_____ Ask if they don't understand.

_____ Speak English on the job.

_____ Make no derogatory remarks about another group.

_____ Not speak another language around others who do not understand.

_____ Other: _____

Adapted from Gardenswartz, L. and Rowe, A. The Managing Diversity Survival Guide; Irwin, 1994

Listening Facts

- ☐ People fail to understand about half of what they hear. And they quickly forget half of that.

- ☐ Recall of details from a listening situation dramatically drops after a few hours, the next day and then continues at a slower rate.

- ☐ Poor listening habits are not restricted to low intelligence.

- ☐ Listening problems occur because some individuals can comprehend words 3 to 4 times as fast as the average person can talk.

- ☐ Human speech varies widely in speed according to gender (men 150 words per minute and women 175), region, country, culture. 160 words per minute is average.

How Good a Listener Are You?

Check off on the chart the reasons for not listening that apply to you. Skip those which you feel never, or almost never, apply in your case. Indicate the frequency with which you indulge in the others. Then total your checks at the bottom of each column.

Common Reasons for Not Listening

What you say to yourself	How often you say it		
	Now and then	Fairly often	Very often
I want to talk first.			
I'm thinking about what I'm going to say.			
I'm not interested in the subject.			
That's too hard to understand.			
I don't like you.			
I don't like the way you talk.			
I'm too upset, or worried, about other things.			
I don't want to believe what I know you're about to tell me.			
I'd rather give my attention to people or activities around me.			
I'd rather daydream or doodle.			
Total check marks.			

(1) If you placed no check marks next to most of the items on this list, and maybe just 2 or 3 in the first column, you tend to be unusually open-minded about listening.

(2) If most of your check marks are in the "Now and then" column, that's not too bad. We all slip at times.

(3) If there are any check marks in the last column, you have a problem. Several checks indicate that you're closing the door to any reception at all.

NOW Reflect on your responses and try to stop yourself when you realize you are falling into the above listed patterns. If you can do this, you're making an important first step.

Walton, Donald. *Are You Communicating?* McGraw Hill, 1989.

QUESTIONING

The important thing is never to stop questioning. Albert Einstein

It's better to know some of the questions than all of the answers. James Thurber

Questions: should demand two way participation
should bring people closer together
should create a lively exchange of ideas
should value other opinions and request aid
should request specific information or clarification

Instructions:
Would these questions be appropriate (a) for supervisors to ask and (b) for learners to use? Why or why not? Make changes to the questions accordingly.

- "What would you do in this circumstance?"
  (a)

  (b)
- "What do you think about this?"
  (a)

  (b)
- "Do you have any suggestions?"
  (a)

  (b)
- "What's your opinion of this approach?"
  (a)

  (b)
- "Will you tell me what you know about this situation?"
  (a)

  (b)
- "Have you ever had this kind of problem?"
  (a)

  (b)
- "Will you help me?"
  (a)

  (b)

Adapted from Walton, Donald. *Are You Communicating?* McGraw Hill, 1989

FEEDBACK SKILLS

1. Make observations about behaviors and conditions, not judgments about the person.

	Judgment/Evaluation	Behavior/Situation
a.	This report is incomplete.	*I'd like to see a table of contents and summary added.*
b.	Your absenteeism has become a problem.	_____
c.	Your work is sloppy.	_____
d.	I'd like you to speak English.	_____
e.	I'd like you to speak English.	_____

2. Use the passive rather than the active voice.

	Active	Passive
a.	You forgot to turn off the air conditioner.	*The air conditioner was left on all night.*
b.	You made some errors in these computations.	_____
c.	You are late to work again.	_____
d.	The night shift left these charts incomplete.	_____
e.	You are slow in returning these forms.	_____

3. Be positive, telling what you do want, not what you don't.

	Negative	Positive
a.	That's not the way to do that.	*Try it this way.*
b.	Don't be late to the meeting.	_____
c.	Don't forget that your time cards are due on Thursdays now.	_____
d.	There's not enough initiative in this department.	_____
e.	You're not following procedures.	_____

Adapted from Gardenswartz, L. and Rowe, A. *The Managing Diversity Survival Guide*, Irwin, 1994.

Eight Communication Suggestions for Supervisors

1. **Keep it simple**: sentence structure, vocabulary, instructions

2. **Speak clearly**: normal tone and speed

3. **Use effective questioning**: begin with yes/no and progress to "wh" (who, what, why, where, when),be specific, be inclusive

4. **Present appropriate information**: sequentially, in small chunks

5. **Provide feedback**: effectively, check for comprehension

6. **Demonstrate good listening skills**: active, not passive

7. **Be patient**: repeat, use body language, make it visual

8. **Walk in their shoes**: language, education, attitudes, values

Evaluation of National Workplace Literacy Program
College of Lake County

LEVELS	*LEVEL ONE*	*LEVEL TWO*	*LEVEL THREE*	*LEVEL FOUR*
WHAT IS MEASURED	Reactions and Satisfaction	General and Workplace Knowledge	Transfer of Learning Class to Work to Home	Organizational Impact
HOW IT IS MEASURED	+ Surveys + Questionnaires + NWLIS	+ standardized assessment + mastery of learning objectives + customized assessment	+ student transfer cards + supervisor interviews + anecdotes	+ promotion + safety + error/scrap

Learner Transfer Activity

In class: Pre-transfer

First Step

Ask learners to think about a skill they are learning that can be used in the workplace. Give them some ideas to start with, such as the objectives, or some skills that have been worked on in class.

Second Step

Present an example of transfer, such as the following:

> A learner has been practicing writing complete sentences and short notes in class. He learns this skill in class in order to write a note stating the reason for a machine slowdown or breakdown. Transfer occurs when a note is written in the workplace and then can extend to her/his personal life. For example, he will be able to write a note to his landlord requesting a needed home repair.

Third Step

Have learners brainstorm a list of skills that could be transferred to the workplace.

Fourth Step

From the list, have learners choose one skill that they think they can transfer to their jobs and have them write it on an index card. If they cannot write it down, have them tell you, and you write it down for them.

Fifth Step

Ask learners to brainstorm a list of things that might make it difficult for them to use this skill on the job. Difficulties might be: production is going well and there is no need for a note, or a co-worker may volunteer to orally pass the information to the supervisor. Brainstorm possible solutions or alternatives.

Sixth Step

Explain that there are different measures of success in the transfer process, and encourage learners to consider the transfer successful if they try to USE the skill, not just if they get the desired results.

Seventh Step

Tell learners to write down how the skill was transferred on the back of the index card before they come to class the following week.

In class: Post transfer

Eighth Step

Have learners share what they have written on their cards, discussing what did and didn't work, and why.

Ninth Step

Record learners comments, and incorporate appropriate information into the course.

Tenth Step

Incorporate transfer activities into your regular lesson plans (every third class, or so). The goal is for learners to think about transfer so frequently that it becomes internalized.

Eleventh Step

Submit all transfer cards to the grant staff, and provide input on the effectiveness of this evaluation.

SUPERVISOR QUESTIONNAIRE

We have conducted Workplace Literacy Classes at your workplace. In order to evaluate and improve our program we would appreciate your voluntarily answering the following questions. Please check the response you feel is appropriate for the majority of the employees who were in the classes. Communication skills include mathematics, reading, writing, speaking, and listening.

	YES	NO	COMMENTS
1. Do the employees commit fewer on-the-job errors because of improved reading skills?			
2. Have the self-images of the employees improved?			
3. Has the productivity of the employees improved?			
4. Has there been an improvement in on-the-job behavior?			
5. Have the employees gained additional knowledge about their jobs?			
6. Have the employees improved their communication skills with peers?			
7. Has job motivation improved?			
8. Do the employees use more precise language in oral communication?			
9. Do the employees use more precise language in written communication?			
10. Has the potential for promotion improved?			
11. Have you encouraged the employee to seek further educational opportunities?			
12. Do you think the employees have benefited from the classes?			

SUPERVISOR'S ASSESSMENT FORM

Supervisor's Name _____

Company _____

Department _____

1. What type of communication do you have with the employees?

   before shift instructions _____

   machine breakdown _____

   other _____

2. What method of communication is used?

   one on one _____

   group _____

   meetings _____

   how often? _____

3. Do you have an office? _____

   Do workers come to you? _____

   For what reasons do they come to you? _____

   How often? _____

4 Do you use interpreters? _____

How often? _____

5 How do employees report illness? _____

To whom? _____

6 What language is needed in punching in and out? _____

7 How are plant rules and safety communicated to employees? _____

_____

8 Do employees need to fill in forms or reports in their jobs? _____

How often? _____

9 Do you have to deal with misunderstanding between ethnic groups? _____

_____

10 Does the lack of oral or written English hinder advancement for employees? _____

_____

11 Does the lack of numeracy hinder advancement for employees? _____

_____

12 Does the lack of technical training hinder advancement for employees? _____

_____

13 Do you post information on the bulletin board? _____

_____

14 Is there a need for Statistical Process Control training incorporated into classes? _____

_____

15. Have limited reading and writing skills been identified as a problem with some of the employees? _____

_____

If so, how many? _____

_____

16. Is there a need for upgrading skills in English and Mathematics for some of the employees in order for them to deal with either technical or communication changes in the company? _____

_____

17. What language elements would you like your workers to learn?

job related words _____

understanding instructions _____

explaining problems _____

dealing with the unexpected _____

safety _____

machine breakdown reporting and explaining _____

expressing facts _____

social language _____

memo writing _____

report writing _____

charting _____

18. For what reasons do you want your employees to go to English classes? _____

_____

_____

_____

_____

National Workplace Literacy Program
College of Lake County
19351 W. Washington Street
Grayslake, IL 60030

Supervisor Meeting Evaluation Form

*Circle the number that best expresses your opinion
6 Very much so - - 1 not at all

		Very much so					Not at all
1	Was the material well presented?	6	5	4	3	2	1
2	Would you recommend this workshop to others?	6	5	4	3	2	1

3 Are there any features of the workshop you would change?

_____

_____

4 What were especially valuable portions of this workshop?

_____

_____

5 Comments

_____

_____

Thank you for your comments

Bibliography

Walton, Donald. Are You Communicating?
McGraw-Hill, Inc.: New York, 1989

Brake, T. and Walker, D. Doing Business Internationally.

Gardenswartz, L. and Rowe, A. The Managing Diversity Survival Guide.